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# ••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand  
and Other Commercial Subjects

Issued by The Gregg Publishing Company, 631 South Wabash Ave., Chicago, Ill.

BOSTON OFFICE: - - - 80 Boylston St., Boston, Mass.

NEW YORK OFFICE: - - - 285 Fifth Ave., New York City

SAN FRANCISCO OFFICE: - Phelan Bldg., San Francisco, Calif.

EUROPEAN OFFICE: - 7 Garrick St., London, W. C. 2, Eng.

AUSTRALIAN OFFICE: - - Bridge Street, Albion, Brisbane; Philip C. Baines, Agent

NEW ZEALAND OFFICE: Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One Dollar, the year; Ten Cents, the Copy.

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Vol. II

NOVEMBER, 1921

No. 3

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## The Psychology of Learning Applied to Typewriting

First Article in the Series

By E. W. Barnhart

Chief, Commercial Education Service, Federal Board for Vocational Education

**H**OW Shall Typewriting Be Taught? cannot be answered scientifically until the question, How Is Typewriting Learned? has been answered scientifically. Unfortunately, the few studies which psychologists have made in the field of learning typewriting have not included the fundamental principle involved in learning typewriting by the touch method, so there are no authorities who can be quoted directly in answering, How Is Typewriting Learned?

However, learning to use a typewriter so evidently follows the well-established laws of learning common to many fields involving similar mental and physical actions that, in the absence of any evidence of differences in the learning processes, a summary of these well-established laws will throw much light on How Shall Typewriting Be Taught?

An analysis of the mental and muscular actions involved in a very common performance,

**Analysis of the Learning Process in Reading Aloud** such as reading aloud, shows the following stages:

1. The reflected light from the printing on the page impinges on the retina of the eye, causing a visual impression which is transmitted to the visual centers of the brain;
2. The incoming visual impressions are interpreted through association processes to involve certain motor speech centers;
3. The motor speech centers involved originate motor impulses to all the muscles necessary for executing the act desired, here, pronouncing the words seen;
4. The muscles stimulated by the motor impulses execute the movements of the speech organs necessary for pronouncing the words seen;
5. The movements of the muscles cause sensations of movement which reach the centers of the brain which are impressed by muscular movement sensations and so influence steps 3 and 4 in originating and controlling the further muscular actions necessary.

Omitting for the time being the last step, this analysis can be reduced to the simple statement that, under appropriate conditions, seeing a particular series of printed marks arouses particular associations which result in a particular series of muscular movements.

The processes here analyzed are identical with the processes involved in typewriting from printed copy, except that the motor centers controlling the muscles of the trunk, arms, hands, and fingers are involved instead of the motor speech centers and their connected muscles. Thus, when typewriting, seeing the letter *f* should cause the motor centers controlling the left arm, hand, and index finger to originate a motor impulse which will cause the muscles involved to execute a staccato depressing and return movement of the flexed index finger so that the *f* key of the typewriter will be struck in the precise way necessary for printing an *f*.

The typewriting process is obviously so like the reading process that when,

in the detailed analysis, a substitution is made of motor centers and muscles controlling the left hand and index finger for the motor speech centers and muscles, the analysis could be used for a study of the typewriting process. Because these two processes are so much alike when analyzed, it is safe to infer that the learning processes whereby the essential associations and reactions are established will be manifestly identical in principle in the two cases. So while there may be but few psychological studies in the field of typewriter learning, the general principles known to underlie the acquisition of muscular skill in association with a visual stimulus will be a safe guide for the typewriting teacher.

From the analysis it will be seen that the fundamental conception is that a particular visual stimulus has been followed by a particular muscular, or motor, response. In the illustration just given, the sight of the letter *f* caused the left index finger to move in a particular way, which resulted in the mechanism of the typewriter printing the letter *f*.

The goal of the learner is, therefore, to react as certainly to the visual stimulus as the typewriter does to the finger touch on a key. For each key on the typewriter there are corresponding visual stimuli and associated muscular movements. Learning to operate the typewriter, therefore, means mastering some ninety-five more motions and associating them with the corresponding stimuli. Mastering the motions involves only acquiring the muscular dexterity, or skill, necessary for making the movements effectively. The movements are no different in principle

from those mastered in handling a pen, playing a piano, or in acquiring any simple manual dexterity or skill. In other words, typewriting in the learning stages is fundamentally a muscular skill subject following the well-known laws which govern the acquisition of skill in any ordinary field.

The critical part of an act, such as that analyzed, is the process of interpreting a particular visual stimulus as calling for a particular muscular reaction. The association requires that the visual stimulus be definite, easily and quickly found, and that its recognition involve no hesitation or uncertainty, just as much as it requires that the muscular reaction be definite, easily and quickly executed, and that its performance involve no hesitation or uncertainty. These two are but phases of one act and so must be knit together as one homogeneous whole. The visual impression will be assumed to be definite enough for the time being, as the learner usually copies from plain printed matter, though a study of the nature of visual stimulus from such a source will be found necessary later.

The whole process requires also that there must be a very definite, precise muscular movement ready to respond to the visual stimulus. Thus the learning process can be separated into two distinct phases:

1. Associating a muscular coordination with a particular definite stimulus to which the muscular coordination will invariably respond instantaneously, exactly, and unconsciously; in fact, reacting automatically with machine-like precision;
2. Developing the muscular coordination necessary for the execution of the particular movement so that the whole process functions as a unit irrespective of the number or variety of movements or muscles involved.

These two phases of the learning process may be studied separately, but in the execution of any act they must necessarily function as one. The interrelation between these two must not be forgotten because, for convenience, the two are discussed separately.

To insure the necessary invariable response of movement to stimulus during the learning process, the stimulus must be present every time the muscular reaction takes place. Unless this is done, then the two do not come to have the relation of cause and effect, of stimulus and reaction, which is essential for the development of the inevitable and instantaneous association necessary for accuracy and speed in typewriting.

In typewriting, this means that a pupil in the earlier stages of his work should never strike a key unless he sees the letter or character he is trying to reproduce. There must be a real visual stimulus—an actual physical seeing of the letter or word—for every writing movement. An imaginary seeing, a mere visualizing, is not enough for the beginner; he should actually see the letter to be written in order to develop the automatic reaction of the writing act to the sight of the letter. Typewriting a character without doing it in response to the visual stimulus is not worth while, as the association bonds are not developed by mere finger gymnastics. In fact, every writing action made without response to the visual stimulus weakens the association for the beginner.

An explanation and understanding of the importance of watching the copy, of having a visual stimulus, is not

enough for the average high school pupil. The copy itself should be such that the pupil cannot safely take his eyes away from it while writing. Interesting copy in itself will help much, and a minimum of pure repetition which can be written without watching the copy, is also necessary.

(To be continued next month)



## Teachers' Certificates

**C**ERTIFICATES have been granted the following teachers, since the last announcement:

Emma W. Cloud, New Bethlehem, Pa.  
 Nora Agnes Collins, Ishpeming, Mich.  
 Lela Oleva Cook, Mountain View, Okla.  
 Mrs. Mary Peyton Dent, Santa Monica, Calif.  
 Anita F. Dentel, Monroe, Mich.  
 Bertha Detwiler, Tulsa, Okla.  
 Teresa F. Diffley, Everett, Wash.  
 Esther Dykstra, Fort Wayne, Ind.  
 L. Ruth Dykstra, Fort Wayne, Ind.  
 Alice Eakes, Dickinson, N. Dak.  
 Mrs. Stella Evans, Moberly, Mo.  
 Ola Fitzwater, Memphis, Tenn.  
 Mae Fleischmann, San Rafael, Calif.  
 W. O. Forester, Dallas, Tex.  
 Hilda Margaretta Gathmann, Omaha, Nebr.  
 Lulu M. Giger, Winfield, Kans.  
 Julian Glanz, Moline, Ill.  
 Sister Mary Gabriel Graves, Oklahoma City, Okla.

Velma Greenhau, Mountain View, Okla.  
 Madeline Griffin, Everett, Wash.  
 Ruth Hampton, Los Angeles, Calif.  
 Mrs. Alfarata Haverlandt, Spokane, Wash.  
 Daisy Morton, Wilkinsburg, Pa.  
 Martha Munro, San Francisco, Calif.  
 Hazel Thorp Norway, North Randall, Ohio  
 Mrs. Jennie C. Nutter, Long Beach, Calif.  
 Louise O'Connor, Minot, N. Dak.  
 Elizabeth Ott, Lincoln, Nebr.  
 Essel Payne, Springfield, Mo.  
 Minnie A. Prah, Denver, Colo.  
 Myrtle E. Reed, Denver, Colo.  
 Ruth Higgins, Charleston, W. Va.  
 Esther Hinshaw, Estherville, Iowa  
 Anna A. Hogan, Hollywood, Calif.  
 Georgia Crockett Hunter, Fort Wayne, Ind.  
 Harriet M. Kendall, Des Moines, Iowa  
 Anna M. King, Moline, Ill.  
 Rosa Martiny, Hoskins, Nebr.  
 Hannah G. McLaughlin, Washington, D. C.

Dorothy Hawley Cartwright, Los Angeles, Calif.  
 Irene Larson, Lincoln, Nebr.  
 Mrs. G. E. Lawson, Abilene, Tex.  
 Effie Lewis, San Antonio, Tex.  
 Marcella Lewy, Albuquerque, N. Mex.  
 Helen Maloney, Duryea, Pa.  
 Bertha Marshall, Fayetteville, Ark.  
 Vivian V. Abel, St. Paul, Minn.  
 Fay Graham Adams, Pickerington, Ohio  
 Frances Aiken, Spokane, Wash.  
 Ruth Andrew, Chico, Calif.  
 Kenneth George Appleton, Muskegon, Mich.  
 Rafael Aran, Mayaguez, Porto Rico  
 Helen Louise Bailey, Auburn, Me.  
 Harry Baker, Columbus, Ohio  
 Mrs. Bessie M. Bennett, Presque Isle, Me.  
 Helen M. Birtcher, Columbus, Ohio  
 Una M. Bohonon, Washington, Vt.  
 Lucile M. Bolduc, Lewiston, Me.  
 Inger M. Bonde, Chicago, Ill.  
 Ira C. Brill, Columbus, Ohio  
 Oma Brooks, Sherman, Tex.  
 Edith Bryan, Columbus, Ohio  
 Alta E. Burgess, Houston, Tex.  
 Nellie A. Callahan, Trenton, N. J.  
 Edna May Calvin, Columbus, Ohio  
 Fanny D. Chase, Albany, Oregon  
 Thelma Clarke, Columbus, Ohio  
 Catherine E. Cuddy, Mt. Sterling, Ohio  
 Sadie W. Coleman, Los Angeles, Calif.  
 Alton R. Covell, Bath, Me.  
 Agnes T. Craig, Auburn, Me.  
 Olah V. Cresap, Portland, Oregon  
 Lucy M. Crow, Eugene, Oregon  
 Charles S. Davison, Winnipeg, Man., Canada  
 Xantha Dean Day, Columbus, Ohio  
 Mae Gertrude Deane, Groton, Vt.  
 Marie Decker, Columbus, Ohio  
 Fay Eva Downing, Kirkeraville, Ohio  
 Emma B. Ecker, Denver, Colo.  
 Lela M. Egly, Greeley, Colo.  
 Vera Fairchild, Columbus, Ohio  
 May L. Foster, Southwick, Mass.  
 Mary Ann Frech, Columbus, Ohio  
 Ethel Gibson, Fort Wayne, Ind.  
 Mildred M. Giffin, Columbus, Ohio  
 Bessie Gillilan, Columbus, Ohio  
 Jane M. Gordon, Holton, Kans.  
 Helen M. Gowen, Auburn, Me.  
 Fae Georgia Greene, Columbus, Ohio  
 Mrs. Rosa Vivian Greene, Spokane, Wash.  
 Mabel Haffner, Columbus, Ohio  
 Stitzel J. Hamby, Knoxville, Tenn.  
 Elsie B. Harmeyer, Columbus, Ohio  
 Laura Clayton Hartley, Los Angeles, Calif.  
 Iris Heimberger, Columbus, Ohio  
 Jenice Jaffa, Alexandria, Va.  
 Mae Jester, New Holland, Ohio  
 Helen A. Johnson, Erie, Pa.  
 Ester Justice, Aurora, Ill.  
 Edmund Bernard Konkler, Lancaster, Ohio

# CONVENTION ANNOUNCEMENTS

From Various Associations

## Missouri Valley

**M**R. E. E. GARD, of St. Joseph Business University, president of the Missouri Valley Commercial Teachers' Association, sends us a "rough draft" of the topics and speakers who are to take part in the program of the meeting to be held November 25-26 at Coates House, Kansas City.

Our Missouri Valley readers will want to make note of these dates and plan to enjoy another of these worthwhile get-together meetings that have been marking the Thanksgiving holiday for many years.

What subjects?—why, the draft lists them as "How far is it back to Normalcy?"; Cost Accounting; Advanced Shorthand leading to Court Reporting; Efficiency and Business Management; Business Organization and Administration; Typewriting; How to Sell by Letter; The Demand for Commercial Education (How to Meet It); Penmanship Yesterday, To-day, and To-morrow; Salesmanship; Rapid Calculation; and Advertising. And there will be, too, Greetings from the N. C. T. F., by Robert A. Grant, of Yeatman High School, St. Louis, and President Gard's address.

The speakers? Friends you know and appreciate listening to—for they are giving you actual pointers from their own experience, not classroom theses. That first subject is W. A. Robbins', of Lincoln Business College, Lincoln, Nebraska. J. W. Baker, of Southwestern Publishing Company, Cincinnati, is the speaker on Cost Accounting, and the others, in the same order as the subjects mentioned,

are H. B. Boyles, of Boyles' Colleges, Omaha, Nebraska; John M. Hill, Hill's Business College, Oklahoma City; W. D. Wigent, of the Gregg Publishing Company; C. E. Birch, Lawrence, Kansas, Public Schools; L. A. Wilson, Ellis Publishing Company; H. S. Miller, Wichita, Kansas, High School; F. W. Tamblyn, Tamblyn School of Penmanship, Kansas City, Missouri; W. E. McClelland, Dougherty Business College, Topeka, Kansas; Loren J. Strong; and W. H. Howland, of Brown's Business College, Peoria, Illinois.

See you there?

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## N. C. T. F. News

**P**LANNING to be at the National Commercial Teachers' Federation meeting in St. Louis at Christmas time, aren't you? You'd better! Here's the first news about what's to come off, and it surely promises an excellent program. Things are not yet completed, President Grant writes—we expect to be able to give you a regularly tabulated program in the next issue, with hours, places of meeting, and all the other data—but here's the real news, just as it came to us.

Don't miss this meeting!

Harlan Eugene Read, author, lecturer, and president of a chain of business colleges, is

**What will Happen at St. Louis December 27-30** Chairman of the local Arrangements Committee of the National Commercial Teachers' Federation.



Hon. Woodbridge N. Ferris, Ex-Governor of Michigan, will deliver the principal address at the National Commercial Teachers' Federation Banquet in St. Louis, December 28. Ex-presidents of the Federation will be honored guests on that occasion.

George A. Hanke, Principal, Brown's Business Colleges, St. Louis, has been selected as director of the Federation exhibits.

Charles Lee Swem, official reporter and personal secretary to Woodrow Wilson, during his two administrations, will speak before the general Federation meeting.

E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education, Washington, D. C., will address the St. Louis meeting on "The Situation of Commercial Education in the United States To-day."

"Supervision of School Room Work" will be presented by D. D. Miller, Principal, The Miller School of Business, Cincinnati, Ohio.

"Methods of Instruction and What to Emphasize in the Arithmetic Course" will be discussed by Thomas T. Goff, State Normal School, White-water, Wisconsin.

D. L. Musselman, President, Gem City Business College, Quincy, Illinois, will lead in the discussion of "Sane Advertising Policies."

Alfred Bays, Professor of Commercial Law in Northwestern University School of Commerce, Chicago, will speak on "The Business Law Course—Its Scope and How To Teach It."

H. B. Lehman, Central High School, St. Louis, will lead in the discussion of "The Penmanship Course and How to Present It." The discussion will

be continued by Arthur G. Skeeles, Editor, The Business Educator, and W. C. Henning, Principal, Cedar Rapids Business College, Cedar Rapids, Iowa.

Miss Rose L. Fritz, Principal, Rose L. Fritz School for Secretarial Training, New York City, will give an illustrated talk on "Typewriting Technique."

James W. Drys, Spencerian Commercial School, Louisville, Ky., will answer the question, "What Shall We Teach to Meet the Present Demand?"

"The Psychology of Teaching Typewriting" will be presented by E. W. Barnhart, Chief, Commercial Education Service, Federal Board for Vocational Education. This talk will be illustrated by some of the leading expert typists of the world.

W. N. Watson, Lincoln, Nebraska, will speak on "Good Will and How to Build It."

"College Credits for Business School Work" will be handled by Almon F. Gates, President, Waterloo Business College, Waterloo, Iowa.

Ralph B. Wilson, Director of Service, Babson's Statistical Organization, Wellesley Hills, Massachusetts, will make a special trip from Boston to St. Louis to address the Federation on "Training for Business on a Scientific Basis."

"Accounting as a Profession, and its Scope in Secondary Schools" will be ably discussed by H. T. Scovill, Professor of Accountancy, University of Illinois.

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A most interesting Short History of Shorthand by John Robert Gregg will start in the December *Gregg Writer*. Be sure to order that issue.

Commercial Teachers' Section  
New York State Teachers' Association

Annual Meeting, Buffalo, N. Y., November 21-23, 1921

OFFICERS

*President:* H. I. Good, Utica Free Academy, Utica  
*Vice-President:* W. E. Weafer, Hutchinson High School, Buffalo  
*Secretary:* Flora McMartin, Utica Free Academy, Utica

PROGRAM

ASSEMBLY HALL, SCHOOL NO. 32 (CEDAR AND CLINTON STS.)

COMMERCIAL SECTION

Tuesday Morning, November 22

- 9:30 Part-time or Coöperative Commercial Training  
*S. B. Carlin, Director of Commercial Education, Rochester*
- 10:15 The Commercial Law Course in the High School  
*Dean Carlos C. Alden, Buffalo Law School, Buffalo*
- 11:15 Evening School Commercial Education  
*F. G. Nichols, Director of Commercial Education, State Department of Public Instruction  
Harrisburg, Pennsylvania*
- 12:00 Adjournment for lunch

Tuesday Afternoon, November 22

- 1:30 Teachers I Would Like—and Others  
*J. H. Kutscher, Principal, Normal Commercial Department, Spencerian School of Commerce,  
Accounts and Finance, Cleveland, Ohio*
- 2:15 Measuring Results in Commercial Education  
*Prof. George Tilford, School of Business Administration, Syracuse University, Syracuse, N. Y.*
- 3:00 Acquisition of Skill in Some Commercial Branches  
*Dr. John Forbes, Rochester Business Institute, Rochester*  
Business Meeting  
Adjournment

Wednesday Morning, November 23

TECHNICAL HIGH SCHOOL (EAGLE AND CEDAR STS.)

ENGLISH AND COMMERCIAL SECTIONS

JOINT SESSION

- 10:00 Business English for all High School Pupils  
*Dr. Dudley H. Miles, Evander Childs High School, New York City*
- 10:45 English in Business  
*Alex F. Osborne, Vice-President of Barton, Durstine & Osborne, advertising firm, Buffalo*

# TEACHING ORDERS

## Changes of Address of Commercial Teachers

UNDER this heading we run the names of teachers changing their location or address. It is for your information and that of your friends who desire to keep in touch with you

and to know of your success. Kindly notify the editor of the changes you make, giving the name of the school you leave and the one you are going to, for listing.

TEACHER	FORMER SCHOOL	PRESENT SCHOOL
Lennice Lilley	Indianola, Iowa	High School, Mason City, Iowa
Ava Minta Campbell	Wilkinsburg, Pennsylvania	High School, Millvale, Pa.
J. C. Bennett		Capital City Commercial College, Des Moines, Iowa
Helen McEncroe	Rhineland, Wisconsin	High School, Clarion, Iowa
Monica Bambrick		High School, Melrose, Minn.
Harriet F. Decker	Rider College, Trenton, N. J.	High School, Bound Brook, N. J.
Bertha Morrow		High School, Caldwell, Kans.
N. E. Drew		High School, Lyons, Kans.
H. J. Runciman	State Normal School, Bloomsburg, Pa. (graduate)	Potts' Shorthand College, Williamsport, Pa.
Ruth A. Child	Bay Bath Institute, Springfield, Mass. (graduate)	High School, Pepperell, Mass.
Noble C. Shilt	Ohio University (graduate)	Ohio University School of Commerce, Athens, Ohio
C. C. Toler	Schenectady, New York	Camden Commercial College, Camden, N. J.
Phyllis Ziegler		High School, Huntingdon, Pa.
Antoinette B. Jette	Chicopee, Massachusetts	High School, Brattleboro, Vt.
George R. Julian	Montpelier, Vermont	High School, Olean, N. Y.
C. C. Hostetler	High School, Barnsville, W. Va.	Elliott Commercial School, Wheeling, W. Va.
Wilda Brubaker	Bird-in-Hand, Pennsylvania	High School, DuBois, Pa.
Sara E. Wert	Shamokin, Pennsylvania	High School, Lititz, Pa.
Blanche Kiegan	Lewiston, Maine	High School, Hamburg, N. J.
Ruth Benford		High School, Hackensack, N. J.
Jesse MacGregor	Battle Creek, Michigan	Troy Business College, Troy, N. Y.
Milton W. Hobby	Boston, Massachusetts	Booth & Bayliss Commercial School, Bridgeport, Conn.
Florence Healy	Chicago, Illinois	Cedar Crest College for Women, Allentown, Pa.
Mary M. Hayden	Valley City, North Dakota	High School, Carson City, Nev.
Elsie Flowers		Collinwood Junior High School, Cleveland, Ohio
Mrs. Gladys D. Densmore	South Portland, Maine	High School, Gloucester, Mass.
F. H. McMullen	Guilford, Indiana	Steubenville Business College, Steubenville, Ohio
Victor W. Jones	Jonesport, Nevada	High School, Carson City, Nev.
Eleanor W. Arthur	Stevens High School, Lancaster, Pennsylvania	High School, Ramsey, N. J.
Leah Coy	Modern Business College, Anderson, Indiana (Graduate)	High School, St. James, Minn.
R. C. Dunstan		High School, Calumet, Mich.
William C. Simpson	Williamsport Dickinson Seminary, Williamsport, Pa.	High School, Leisenring, Pa.
May Beard	Cloverland Commercial College, Escanaba, Mich.	Heald's Business College, Sacramento, Calif.
Marie Tewksbury		High School, LaMars, Iowa
Mary M. Harold	State Normal School, Williamamtic, Conn. (Graduate)	Junior High School, Berlin, Conn.
J. R. Hadley		Y. M. C. A., Chicago, Ill.
Virginia Glasgow	Lorain, Ohio	Capital City Commercial College, Charleston, W. Va.
Jessie L. Hoff	Oskaloosa, Iowa	High School, Mason City, Iowa



## Mechler Goes to Boston University

IT IS with keen pleasure that we record the professional progress of Mr. Walt H. Mechler, one of the most popular teachers of the system in the East, who has just resigned his position as assistant to the chairman of the stenographic department in the High School of Commerce, New York City, to accept an associate professorship at Boston University in the College of Secretarial Science.

Mr. Mechler has an especially fine teaching and educational background for his new work. He is a graduate of Lafayette College, and has done graduate work at the University of Pennsylvania. His technical training includes a season at Gregg School, Chicago. He taught history for four years in the high schools at Glen Ridge, New Jersey, and Radnor, Pennsylvania.

Following this, Mr. Mechler entered the New York City schools as one of the first three teachers of Gregg Shorthand, and since that time, for a period of six years, he has been closely identified with the remarkable growth of the system in the metropolis. His classes for teachers offered under the extension division of New York University, Hunter College, and the College of the City of New York, as well as the Brooklyn Teachers' Association and various Y. M. C. A. and Y. M. H. A. organizations, have always attracted many students. His skill as a teacher and his enthusiasm as an individual have been

reflected in the effective work which these students have done after leaving school.

Together with Mr. O. C. Shepard, one of his associates, Mr. Mechler shares the honor of having been the teacher of the present World Champion shorthand writer, Mr. Albert Schneider, during his course in Gregg Shorthand at the High School of Commerce, and of having encouraged him to enter his first public contests. Another of its students, Mr. Martin J. Dupraw, a lad of but fifteen years of age, made an enviable record at the recent championship contest at Niagara Falls, qualifying on the 150-words-a-minute Amateur test with an accuracy of 99.06%.

Mr. Dupraw finished his shorthand course in one year under Mr. Mechler.

Mr. Mechler is not a stranger in Boston. He was a lecturer in the teachers' course in Gregg Shorthand at Simmons College several years ago, and for the past two summers he has had charge of the courses in beginning and advanced methods of teaching Gregg Shorthand, offered under the auspices of Boston University. The rapid growth of his classes at Boston University has resulted in the present change.

We hardly know which to congratulate more—Boston University upon its good fortune in securing Mr. Mechler, or Mr. Mechler for this excellent opportunity to enlarge his field of endeavor.



WALT H. MECHLER

# PERSONAL NOTES

## About Our Fellow-Teachers



WE were glad to learn that Mr. J. E. Thorne has returned safely from the Orient. He has been teaching during the past year at the Anglo-Chinese School at Singapore, a great change from his many years of work at Shenandoah, Iowa, but undoubtedly a very interesting experience. Mr. Thorne is not coming back to the middle states, however. He is to teach this year at the Long Beach Business School, Long Beach, California.

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Stambaugh, Michigan, High School has lost Miss Sara Schoonover to one of the Des Moines High Schools.

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Marian Bachus has joined the faculty of McLachlan Business University as typewriting teacher. Miss Bachus was at the High School at Beaver Dam, Wisconsin, last year.

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Miss Mary O. Pollard is back again at Frances Shimer School, Mount Carroll, Illinois, where she has been for several years. Last season she taught at Midland College, Fremont, Nebraska.

△ △ △

Miss Frances Jackling, Director of the Sawyer School of Secretaries at Los Angeles, California, is a niece of the famous mining man and millionaire, Daniel C. Jackling. Mr.

Jackling was a teacher in a Utah institution prior to his remarkable career as an international authority on mine engineering.

△ △ △

Howard Winer will have charge of the commercial work of the High School at Klamath Falls, Oregon.

△ △ △

Stamford, Connecticut, High School has secured Miss Harriet M. Bigelow, who has been teaching commercial work in Wakefield, Massachusetts, for several years.

△ △ △

George K. Pearce is to be on the faculty again at Steubenville Business College, Steubenville, Ohio. Mr. Pearce was with the college several years ago.

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The new bookkeeping teacher at Canton Actual Business College is Mr. James L. Ellis, of Leipsic, Ohio.

△ △ △

C. L. Kelly has been doing accounting in Chicago during the past year, and will now teach the subject at Nebraska Wesleyan University.

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Miss Helen E. Moore is teaching shorthand in Syracuse University this year, a decided promotion over her



position of the last few years at the St. Albans, Vermont, High School. Congratulations!

▲ ▲ ▲

The State Normal School at Plattsburgh, New York, has lost Lee F. Correll to the commercial department of the New Bedford, Massachusetts, High School.

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Mr. A. N. Hiron, President of the Calumet Business Colleges, last June opened another school, the fourth in his chain—the Michigan City Commercial School.

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Commercial work at Vermont Academy, Saxton's River, is now in charge of Mr. Robert B. Parker, who for some years has been head of that department at Brattleboro High School.

▲ ▲ ▲

Miss Sara C. Stinson, formerly of Danvers, has been appointed head of the commercial department at Manchester, Massachusetts.

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The new head of the commercial department at Bradford, Pennsylvania, High School, is J. DeWitt Jobborn, of Danville, Pennsylvania.

▲ ▲ ▲

Miss Nellie Scanlan has gone from

## PERSONAL NEWS

About Our Fellow-Teachers

Goldey College, Wilmington, Delaware, where she has taught for a number of years, to head the shorthand department of Drake Business College, Passaic, New Jersey.

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Fitchburg, Massachusetts, High School has secured Mr. Arthur L. Ross, from Orange, Massachusetts, High School to head its commercial department this year.

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Miss Marie Garnock, after several years with the High School at Staples, Minnesota, has accepted a position at New Ulm High School for this year.

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The State Normal School at Indiana, Pennsylvania, has a new shorthand teacher this year—Miss Edyth Breen, of Platteville, Wisconsin.

▲ ▲ ▲

Nina O'Mealey, last year with the Miles City High School, has left Montana for a position in the shorthand department of the High School at Emporia, Kansas.

▲ ▲ ▲

Buena Vista College is going to miss Mr. and Mrs. W. A. Abernathy. They have been at Storm Lake, Iowa, for some time, but will teach this year at Morris, Illinois, High School.

## EDITORIAL COMMENT

### On Sundry Topics

#### Shorthand as an Everyday Utility

"I WOULD give a great deal if I could do that," is the expression that the practical writer of shorthand often hears from business and professional men and women. The words express an almost universal longing for a medium which enables us to get down on paper our thoughts hot from the forge. In other words, shorthand is almost universally recognized as not only an indispensable time-saver in business, but an instrument of personal utility.

Why is shorthand not more generally used? The three main reasons are: First, that up to the advent of Gregg Shorthand it was too difficult to learn it well enough to make practical use of it. The writer of original composition, for example, found that so much mental effort had been given to the construction of outlines the mind was constantly diverted from the main subject. There can be no concentration where a writer must constantly waver between the intricacies of his writing instrument and the theme upon which he is writing. Gregg Shorthand has completely removed that difficulty. The second is an attitude of mind that is a hold-over based on the difficulty in learning the older, complex systems of shorthand. Third, the notion that shorthand is wholly a vocational subject and is to be studied by those only who expect to become stenographers or secretaries.

There is really no sound reason why shorthand should not be learned and used by practically everyone who has

any writing to do. Longhand is absurdly inadequate for many of the uses to which shorthand can be effectively put outside of the vocational field. It is hardly necessary to enumerate the disadvantages of longhand as a medium for making notes or memoranda for our own personal use. The personal use of shorthand in the school for educational purposes has been greatly overlooked.

Mr. J. M. Snesrud, Superintendent of Schools, Ortonville, Minnesota, in his monograph on "Handwriting Efficiency in Junior and Senior High Schools" (The Gregg Publishing Company), makes some interesting and valuable observations on speed and accuracy of longhand.

If the speed possibilities of longhand are expressed in the term "word units," taking five letters per word as an approximate average in contextual writing, we find that our entire range is limited to 12-20 words per minute. Now, assuming that the maximum of twenty words per minute could be reached and maintained in the handwriting activities of the school and in adult life, is such a highly desirable, but as yet unrealized, standard a full measure of our needs?

He then goes on to give as illustrations the time lost in a "question and answer" recitation.

The average word rate in the oral discussion is in the neighborhood of 100 words per minute. In the oral process the teacher and pupil are forced to shift at short intervals to a handwriting rate of 12-15 words per minute. Usually the written product is far from being satisfactory. But another phase of this situation is of even greater consequence. Such sharp, non-functional adjustments in the teaching-learning process are far more disastrous to vigorous and effective mental work than we as yet suspect. Any attempt to harmonize the two rates by pushing



## EDITORIAL COMMENT

### On Sundry Topics

the speed in longhand beyond its normal limits is disastrous to both the oral discussion and the serviceability of the written product.

We assign a lesson in history. The pupil is urged to make careful and comprehensive notes of all important facts, and, in some instances, outline the problem under discussion. We also direct the attention of the pupil to the importance of getting at the reasoning of the assignment as quickly and clearly as possible. We demand improvement in both rate and comprehension in silent reading while the pupil is engaged in wielding a writing instrument recording 12-15 words per minute. How does this handwriting rate tally with the silent reading rate expected of our pupils? The usual silent reading rate is approximately 100-300 words per minute. It would be highly interesting and profitable to analyze the mental activities called forth in such a strained situation. How many times per day is the teacher or pupil forced to leap from, say, 200 words in silent reading to say, 15 in writing?

Discussing the impossibility of taking effective notes in longhand, he says:

Discussions and debates are important sources of school training. Our pupils are directed to magazines, pamphlets, newspapers, and reference books for data. Extensive card files or other forms of notes are prepared. In the trials and actual debates the students are urged to make every second count, especially in the rebuttal. The precise facts and statements presented by the opposition must be written down carefully while the attention is fixed continually on the speaker. If it were possible to eliminate 80% of the mechanical labor involved in writing notes for debates and similar activities, how would the changed condition react on the pupils' interest in such vital types of training?

His recommendations for a solution of the writing problems are:

(a) Organize a general course in penmanship for junior high schools.

(b) Build the course as a natural continuation of the basic elements of handwriting developed in the first six grades. Organize and present exercises in which the fundamental motor

habits acquired for longhand may be extended on the same motor basis into shorthand. Parts of the various drills and exercises, if organized well, will maintain and improve precision and rate in longhand, while other parts of the same lessons may be used to carry the fundamental motor elements already acquired over into fundamental movements in shorthand.

(c) Organize all exercises with the object of using longhand in 25%, and shorthand in 75% of all written work on paper and blackboard by all pupils in the junior and senior high schools.

(d) Conduct classes twenty (20) minutes per day, five days per week in grades seven, eight, and nine. The time now used for longhand in grades seven and eight is included in this schedule. No special class work required beyond the ninth grade.

(e) Stress reading of shorthand, especially the first few weeks in the seventh grade.

Mr. Snedrud, in summarizing his discussion, says:

If we are anxious to create a school atmosphere which will retain pupils who now leave our schools needlessly, we can realize our object in part by cutting out all forms of useless mechanical drudgery. If we aim to economize time, we would do well to lay our hands on those processes which waste our precious time by the hour every week. If it is our purpose to improve classroom teaching, then let us put into the hands of every teacher every instrument which is essential for effective teaching. If a higher grade of scholarship is our hope, we do well to train our pupils to use a high-grade social instrument which will give the mental powers "elbow room" and a chance to set a higher pace.

How can teachers begin to bring about a more general use of shorthand? Many ways are suggested. Much can be done by using it as much as possible as a substitute for longhand. It will be surprising to many teachers how quickly they will acquire the habit and the sense of freedom it gives in writing. Time saved from useless

drudgery can be devoted to something else of importance.

They can do much by encouraging teachers of other subjects to learn and to make use of shorthand in their daily lives. A little practical experience with it will show its great utility and there will be no need for further encouragement. The interest in the subject itself will do the rest.

Teachers should advocate the study of shorthand in the elementary schools, beginning with the sixth or the seventh grade. The experiment of teaching

shorthand to students of the age of those in these grades has been made successfully in the Whittier School, Berkeley, California, and in several other places. What such students do professionally with shorthand later on is not of as much importance as the individual use they can make of it as they go through school or college, or in life after the school work has been completed.

The universal use of shorthand would be a boon to humanity. How to bring it about is something worth while thinking over.



## How Best to Gain and Keep Control of Pupils

A. J. Grout

In "Successful Teaching"

**I**N ORDER to gain and keep control in the schoolroom the teacher must have certain characteristics, natural or acquired. You must have self-confidence without conceit, self-control without coldness or stiffness of manner, a sound and active intellect with good judgment and a keen sense of justice, and an unselfish interest in the welfare of others.

These are greatly to be desired: A pleasing person and voice, good nature of a sort that is not easily imposed upon, a quick insight into character, and an affectionate and confidence-winning disposition.

No one, of course, completely fills the bill, but the above is a good ideal to keep in mind.

With older pupils the opening day is most important. Begin with the assurance of success firmly fixed in your own mind, or in as near that state of mind as possible. One who enters the room timidly and depre-

catingly is bound to have trouble and that soon. Even if you cannot help "shaking in your shoes," use all your powers of self-control to appear unconcerned and as familiar with first days as with your breakfast. Every eye is on you for the first few hours and days to see of what stuff you are made, and just as soon as the shyness of novelty has worn off, if not sooner, some irresponsible person will "do it just to see what teacher will do." If you hesitate, then you are lost—for the time, at least. Do something yourself, and do it quickly, so quickly as to take away the breath of the insurgent. You need not necessarily be harsh, a little quick, sharp sarcasm that will make the school laugh with you at the offender is one of the most potent weapons you can use. If you are not sharp enough or quick enough, and the pupils laugh at you instead of with you, you lose.



## Notes on Lessons in Gregg Shorthand—No. XIV

BY WILLIAM WHEATCROFT

## The "Tr" Principle

## THEORY

## I.—DEFINITION.

TR and a vowel are expressed by disjoining certain letters or prefixes.

## II.—GROUPS.

- (a) Austra, ostra; detra, deter; later, letter, liter; matri, mater, metri; nitra, nutra; patri, pater, petri.
- (b) Abstra; centra; distra; electri-c; obstru; retra; restra.
- (c) Alter; contra, counter; constra; extra, exter, exclā; intra, inter, enter, intel; instru; ultra.

## III.—COMPOUND DISJOINED PREFIXES.

Simple syllables, such as *un*, *in*, *dis*, *re*, *non*, may precede a disjoined prefix.

## IV.—DERIVATIVES OF WORDS ENDING IN CT.

In forming the derivatives of words ending in CT, it is not necessary to disjoin to express *ed*, *or*, *er*, or *ive*.

## Notes on Lessons

By WIL

The

## BLACKBOARD SKETCH

II.

PREFIX	SIGN	EXAMPLES	
austra, ostra	ʳ	 Australian	 ostracize
detra	/	 detractor	
later	9	 laterally	
letter, liter	1	 letterpress	 literally
matri, mater	2	 matron	 materially
metri	1	 Metropole	
nitra	2	 nitric	
nutra	1	 nutritive	
patri, pater	6	 patrol	 pattern book
petri	6	 petrification	
ab(s)tra	2	 abstraction	
c(e)ntra	1	 centrally	
d(i)stra	1	 distraction	
el(ec)tri-c	1	 electric	
		 electric train	
ob(s)tru	1	 obstruction	
r(e)tra	1	 retrieve	 retrograde
r(e)stra	1	 restraints	 restriction.

# Pregg Shorthand—No. XIV

BEATCROFT

Principle

## BLACKBOARD SKETCH

PREFIX	SIGN	EXAMPLES	
alter	c	alternate	alterant
contra, counter	h	contrary	counterfeit
constra	7	constraint	
extra, exter	9	extraction	extreme
excla		exterminate	exclusion
intra, inter	-	intrigue	interleave
enter		enterprise	
intel		intellect	
instru	7	instruction	
ultra	2	ultraism	

### Prefixes as word signs:

c	alter	9	extra	/	deter	7	construe
h	counter	h	center	h	meter	-	enter

### III.

enterprising	disinterested	nutritious
unenterprising	distribution	non-nutritious
interested	redistribution	

### IV.

extract	extractor	deduct	deductive
extracted	extractive	deducted	

## Notes on Lessons in Gregg Shorthand—No. XIV

BY WILLIAM WHEATCROFT

## The "Tr" Principle

## OBSERVATIONS

I.—The definition, for simplicity, states that "*tr*" and a vowel are represented by disjoining, but we may have any combination of vowels, whether in one or in two syllables. The following list illustrates this:

*A* vowel: contravene, extraneous.

*E* vowel: restriction, distress, extreme.

*O* vowel: matron, distraught, retrograde.

*OO* vowel: instruction, instrument, abstruse.

*Diphthong*: contrive.

*Two vowels*: material, ultraism.

A vowel does not always follow *tr*, as in *pattern, enterprise, external, internal, maternal, alternate*.

II.—For purposes of effective teaching the list given in the textbook may be divided as shown here. This arrangement is less exacting on the pupil, as it proceeds from the simpler to the more complex. In (a) there is no omission other than *tr* indicated by disjoining; in (b) there is an omission of a vowel or a consonant; in (c) the prefixes have to be combined with the new principle.

The following points should have careful attention:

(1) As these disjoined signs are fairly numerous there must be no attempt to hurry students. One prefix and plenty of examples with reading back; and then practice on a group. Here are three groups of sentences suitable for dictation:—

(a) The Australian took the patterns to the Metropole Hotel. He carried the letterpress to the room. The matron was literally surprised at the petrification. Nitric acid is not a nutritive substance. The action of the patrol will detract from the value of the petrol. The author was ostracised for his ultra-radical views.

(b) The central position of the electric light was pleasing to the electrician. Restraints and restrictions should retrieve the situation. Think of how to write abstraction, obstruction, and distraction. Many were sorry for his retraction.

(c) Contrary to instructions he used the interleaved books on alternate days for the extraction of the details. The intelligent fellow took a share in the enterprise. We found counterfeit coins. You will have to exterminate the intrigues. Ultrism consists of extremes. They put a constraint upon the king.

(2) Prefix is written above the line, the remainder of the outline resting on the line, a little to the right. Plate 32, lines 1-3.

(3) May be used with word-signs, as in interchange.

(4) The words center, counter, alter, enter, construe, meter, extra, deter, are represented by the prefix sign written above the line. These should form a "drill" and be considered as additional word-signs.

(5) Although electric when followed by another syllable is represented by the prefix, when alone the disjoined *k* is added, thereby adding to the legibility of the outline.

III.—All these require practice, especially those involving other abbreviating principles, as uncontracted, redistribution, inextricable, misinterpret.

IV.—The best way to take these is to give them in groups, as contract, contracted, contractor, contractive; instruct, instructed, instructor, instructive; and to form a "drill" of each group.

## Enrichment of the Course of Study

By Elizabeth S. Adams and Frances Effinger-Raymond

**T**HE manual dexterity demanded by the training in the commercial departments is both the strength and the weakness of the commercial phase of education.

The *strength* lies in these facts:

The student becomes an accurate worker.

The student becomes a neat worker.

The student becomes a careful worker.

The department turns out community work that saves hundreds of dollars to the school system.

Attention and interest, system, order, and individual effort are natural concomitants.

Failures in other departments are often quickened to effort and become successes.

The *weakness* lies in these facts:

In stressing the technique of skill, the work becomes mechanical.

The thought content is thin. The opportunity to arouse initiative and thinking powers is often ignored.

Mechanics are over-emphasized at the expense of the spirit.

The ultimate aim of training for real life is lost.

These are serious weaknesses and worthy of serious consideration, for not one of them but can be eradicated by a little change of emphasis. Let us take typewriting, the subject that may justly be called the most mechanical of all subjects taught in the commercial departments. How can initiative and thinking powers be developed? Taking it for granted

that the class time should be used for actual typing under supervision, what sort of profitable work can be done in home study without a machine? Here are some suggestions:

Learning the keyboard in every possible way—Listing the parts of the machines.

**With Beginners** Such Learning the rules for margin and for Assignments centering.

**as These** Learning the rules for punctuation, with

eternal emphasis on the comma.

Composing copy applying the rules.

Listing words with possible syllabication in an assigned article.

Listing words that cannot be divided.

Taking uncapitalized and unpunctuated matter and turning out correct form for copying.

Working out original finger or word exercises.

*Correcting own exercises and preparing drills to meet specific errors, making careful records of number and type of errors.*

Reading and digesting theories of arrangement, speed, technique and good usage

**For Advanced Students** from cover to cover of Rational Typewriting.

Preparing copies to apply principles thus established.

Programs, title pages, etc., etc. Reading cross references in legal matters in Whigam's "Essentials of Commercial Law."

When working on Billing and

Tabulation, reading up on topics such as Purchasing, Marketing, Selling, and Advertising. Consult "Business Organization and Administration"—de Haas.

In connection with the topic of Financial Statements and Stocks and Bonds, reading in Laing's "An Introduction to Economics," the chapters on Banking and Foreign Exchange.

Other lines of reading would be suggested by actual class activities, once this idea of using gray matter outside of the classroom is considered a possible source of inspiration and mental development.

The study of shorthand is generally recognized as demanding a high-grade mentality. Whether or not these powers are developed to their full capacity depends wholly upon the type of teaching that is done. The classroom procedure may be mechanical to the last degree and the assignments quite unintelligent in their failure to recognize both the possibilities and limitations of profitable home study. Again, there is great danger of putting the whole emphasis of the training on facile writing of shorthand. Good shorthand writing alone does not make an efficient stenographer. Any teacher who is familiar with the possibilities of "Office Training for Stenographers"—Rupert P. SoRelle, perceives the point. There is such a wonderful chance to quicken to action the dormant power to use good English that it is a pity for any teacher of shorthand to limit her class to mere dictation and transcription. In our opinion, based on observation in live and lively classrooms, the short-

hand class can be made the vital connective force between the school and the very real business world so close at hand. But there has got to be a conscious effort made to train *office workers* and *real stenographers* before the shorthand department can claim it is functioning to its full powers.

In bookkeeping, curiously enough, considering the hundred years and more that this subject has held an honored position in the schools of America, there has been less use made of the rich thought content available than in any other subject in the commercial course of study. Think of the whole field of business made vivid by Mr. de Haas. Suppose home work is given in reading along some of the lines indicated above under Typewriting, would there not be a quickening of the thought processes? Why confine discussion to the limits of the budget? We must teach the significance of the subject matter along with the practice if we are to turn out intelligent bookkeepers and clerks. If there are students who cannot meet the intellectual strain, drop them into a class that prepares for the smaller retail-selling jobs.

One thing we must do is to deepen and enrich the intellectual content all along the line and demand the finest sort of effort from the student body. The commercial department is no place for the unfit or laggard, and it is for us to organize the course of study on such high standards that the graduates from the business course bear the hallmarks of intelligence and efficiency.

Every commercial teacher wants full recognition in official credits for the work of the department, but not till we can prove to the academic mind that our course of study is



giving a comprehensive training in the fundamentals of business, reaching beyond the mechanics and technique of skill, a course of study that is rich in thought content and well balanced between theory and prac-

tice—not till then, have we any right to ask or expect official recognition that is commensurate with the time and effort put into business subjects.

Let us pull together to get results.

\* \* \*

## The Mechanics of Class Teaching

A RECENT issue of the *Journal of Education* publishes an interesting article by A. W. Burr, of Beloit, Wisconsin, on "The Mechanics of Class Teaching," in which many valuable and important points are brought out.

He begins by saying that "mechanics treats of the action of forces on bodies," the forces in action in a schoolroom being teacher and pupils, and he then proceeds to call attention to the fact of how often the mechanics of classes in different subjects shows a misdirection of forces. He points out that the ideal in the class system of instruction is to have all the class doing the same thing at the same time, but this is not always easy of accomplishment where there are many keen, alert mentalities to control.

Too frequently it is the tendency of the teacher to give the best of her thought and attention to the matter for instruction; her preparation for classroom work has to do with the subject matter—how it shall be presented, how much of the textbook can be covered, and so on, rather than what the pupil will do, how he will do it, and how his mind is being trained—in other words, a "disregard of the mind action of the pupil."

Mr. Burr illustrates his points

clearly and convincingly in several ways; one is the ordinary procedure in a Latin or French class, where one pupil pronounces and translates one sentence while the class hastily reviews the next during his recitation. It is not a class exercise where all the pupils are doing the same thing at the same time, but an individual instruction for one and supervised study for the others. Another illustration is the monotonous order often employed in language work, where the stopping to spell the hard words and parse the verbs, perhaps, makes a dull and uninteresting recitation and does not encourage preparation. In the opinion of the author, success in mathematics more than in most subjects depends upon classroom work, yet on the average more than half of the classroom time is lost by lack of motion and by wasted motion. He sums up this phase of the mechanics of teaching thus:

"Teachers in every subject are still getting wrong action in the classroom and out of it by some routine order of calling on pupils, or by letting those who volunteer do most or all of the work."

Another side of the mechanics of teaching is that of receiving and marking papers; making the classroom the place for this, and depending so much upon them. "The best

pupils are doing easy manual labor when they ought to do more hard thinking," says Mr. Burr. In the minds of the pupils the importance of handing in a paper has been stressed until their interest centers in securing their material from any source and in the mark put on the paper by the teacher rather than any suggestions or corrections he may make. A great deal of work is involved, yet the whole process is mechanical and the mental training that is supposed to

be the aim of this kind of work is not secured.

For success in the classroom, the teacher must be aware of what the class is really doing; he must have a well-defined plan of study and of classroom procedure, and a definite objective that is kept in view; and he must get away from the crude mechanism of the past. To do this, to quote the author, "the real teacher will study his teaching and find his way out."



### National Society for Vocational Education to Meet

THE NEXT (fifteenth) annual convention of the National Society for Vocational Education will be held at Kansas City, on January 5, 6, and 7, 1922. This meeting promises to be one of the largest in the history of the National Society. Mr. C. A. Prosser, of Dunwoody Institute, Minneapolis, is chairman of the Program Committee. Two full days—Thursday and Friday—will be devoted to the following section meetings:

1. Agricultural Education
2. Industrial Education
3. Commercial Education
4. Homemaking Education
5. Part-time and Continuation Schools
6. Training in Industry
7. Industrial Rehabilitation
8. Teacher Training

On Thursday evening, January 5, a general meeting will be held. Friday evening a banquet, followed by an informal reception and dance. Saturday morning—a general meeting, and Saturday afternoon—the annual business meeting of the Society.

One of the features of this convention at Kansas City will be an extensive exhibit of plans and specifications

of buildings constructed for vocational school purposes. This exhibit will include the floor plans, elevations, photographs of exterior of buildings, and photographs of special interior features; data in regard to type and date of construction, cost, number of pupils accommodated in buildings. Hundreds of buildings for vocational purposes will be erected during the next five years and this exhibit will meet a much needed demand for information in regard to such buildings.

Another feature of the convention will be an exhibit of vocational material not available in book form. This will include mimeographed, type-written and printed pamphlets in the field of agricultural, commercial, industrial, homemaking, and teacher-training work.

The Society's headquarters is at 140 West 42d Street, New York City. Information about the Society's work and further details regarding convention plans can be secured from the Chairman of the Publicity Committee, Mr. Norris A. Brisco, at that address.

## Munford Principal at Harrisburg School

**B**ECKLEY BUSINESS COLLEGE at Harrisburg, Pennsylvania, has been growing so rapidly that the president, Mr. Charles E. Beckley, last summer found he needed to be released from the responsibility for the educational work so as to devote his entire time to the business side of the school, and he was fortunate enough to secure as his new principal our good friend, Mr. Howard M. Munford. We speak for hundreds of teachers and former students all over the country, as well as for ourselves, when we congratulate not only Mr. Munford on this appointment, but Mr. Beckley on his happy choice. There is no more forceful or better liked teacher in the commercial ranks than Howard Munford.



HOWARD M. MUNFORD

Mr. Munford was graduated with the degree of Master of Commercial Science from Highland Park College, Des Moines, in 1908, and did special postgraduate work in accountancy, office management, and finance at Northwestern University, and in salesmanship and business efficiency at Knox School of Salesmanship.

His teaching experience started with six years in the grade schools in Kansas; his first year of commercial instruction being given at Kentucky Military Institute, Lyndon, Kentucky. His Alma Mater appointed him Dean of the Stenographic Department the following year, and he served Highland Park College in that capacity for five years. He was then called to take charge of the advanced de-

partment of Gregg School, Chicago, and for five years both regular students and normal classes found his teaching a source of the greatest enthusiasm and inspiration.

Volunteering for overseas duty with the Y. M. C. A. after we entered the War, it was not long before the Educational Corps Commission of the A. E. F. secured his transfer to the regular Army schools as expert in Business Education in charge of organization, supervision and teacher-training for all courses in shorthand and office training in the A. E. F. This work was not confined to the A. E. F. University at Beaune, Côté D'Or, France, but his duties covered every

section occupied by the American troops during the period between the Armistice and the evacuation of Europe, and scores of army teachers were given normal training under him. The Teachers' Manuals in Elementary Shorthand and Shorthand Dictation for army instructors were specially prepared by Mr. Munford for this work, and have won him the highest praise from all who have reviewed or used them.

On returning to this country last year, Mr. Munford continued in teacher-training at Bay Path Institute, Springfield, Massachusetts, resigning from there to accept the principalship of Beckley Business College.

The new post offers still further exercise and development of his gift for organization and effective teaching.

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to Shorthand Plates in  
The GREGG WRITER

### *The Last Salute*

(November 11, 1918)

By Richard Aldington

We pass and leave you lying. No need for rhetoric, for funeral music, for melancholy bugle-calls. No need for tears now, no need for<sup>25</sup> regret.

We took our risk with you; you died and we live. We take your noble gift, salute for the last time those lines of<sup>50</sup> pitiable crosses, those solitary mounds, those unknown graves, and turn to live our lives out as we may.

Which of us were the fortunate—who<sup>75</sup> can tell? For you there is silence and the cold twilight drooping in awful desolation over those motionless lands. For us sunlight and the sound<sup>100</sup> of women's voices, song and hope and laughter, despair, gayety, love—life.

Lost, silent, terrible comrades, we who might have died, salute you. (123)

—From *The Anglo-French Review*.

### *Left Behind*

By Arthur Ruhl

(Continued from the October issue)

There were prize-pig<sup>5150</sup> pens and sheep pens, the art hall with its pictures of peaches tumbling out of baskets and watermelons just opened, with the knife lying beside<sup>5175</sup> them, and the tents where Diavolo ate grass and blew fire out of his mouth and the beautiful young lady stood out on a platform<sup>5200</sup> by the ticket-box, in faded pink tights, with a big wet snake wound around her throat and her spangles blinking in the sunshine. There<sup>5225</sup> were sample windmills and cane-ringing games, and wherever there was room a man shaking popcorn or pulling candy over a hook, or a damp<sup>5250</sup> little shed smelling of vanilla, where people

were eating ice cream and drinking red lemonade. You get all that and lots more going at once,<sup>5275</sup> with the barkers yelling and the sledge-hammers thumping on the strength-testing machines and the merry-go-round organs squealing away, with the sun<sup>5300</sup> blazing at ninety-four in the shade and everywhere the smell of hot people and clothes and stale perfume of lemonade and popcorn and peanuts<sup>5325</sup> and dust and trampled grass—you take all that, draw a third-of-a-mile circle through the thick of it, push the crowd back<sup>5350</sup> a bit, and you have the Vandalia track that day as the engine-bell in the judges' stand tolled out the warning signal and the<sup>5375</sup> old marshal on his white circus horse rode down the track sidewise, bellowing out the "mile foot race for the champeenship of the world!"

As he<sup>5400</sup> caught the sharp command of the bell—the same bell that for years and years had called up the trotting horses from the stables—the<sup>5425</sup> Vandalia Miler jumped out of his blanket in the Tight-Wire Man's tent and pushed through the crowd to the mark. The farmer girls giggled<sup>5450</sup> as they saw his bare legs, and a train of small boys followed him, gaping solemnly in the manner of those determined to see just<sup>5475</sup> how it was done. The Vandalia Miler was very pale. As he took his place on the starting line he was the only one there<sup>5500</sup> ready to run. He stared straight ahead at the people edging up closer and closer to the little lane that was left for them to<sup>5525</sup> run through, licked his dry lips and rubbed nervously his bare left arm. There they were, the farmers and the townspeople, the men and the<sup>5550</sup> girls that he and the Other Man had grown up with and gone to school with. And he felt that if he could beat him<sup>5575</sup>—so slim and

smiling and sure—beat him in Vandalia, there and then, with Vandalia and the county and the old crowd looking on—The<sup>6000</sup> engine-bell clanged again peremptorily.

"Coming! Coming!" Somebody was shouting uproariously over the heads of the crowd. A big tan buckboard drove in between the<sup>6025</sup> surreys and lumber-wagons, and out hopped the Other Man, all wrapped up in a great plaid ulster, his bare ankles showing underneath it. He<sup>6060</sup> threw off his coat and stood there laughing and shaking hands with his friends—in his 'varsity running clothes, the crimson ribbon across his chest.<sup>6075</sup> The Vandalia Miler saw him and gripped his fingers tight. It seemed to him that the crowd suddenly became still; the uproar of the squawkers<sup>6700</sup> and carousal-organ sounded vague and far away. At the same moment there was a stir in the crowd just under the stand, and a<sup>6725</sup> big, tow-headed chap began to pull off his overalls and shirt. "Hey, there!" he called up to the starters; "I want to get in<sup>6760</sup> this!" The crowd began to laugh good-naturedly, but the Vandalia Miler didn't laugh at all. He was trying to remember where he had seen<sup>6775</sup> this farmer face. On the sleeveless jersey which the tow-headed man wore underneath his flannel shirt was a spot cleaner than the rest. It<sup>6800</sup> was where an initial had been torn away. He turned to find the Other Man in front of him, smiling and holding out his hand.<sup>6825</sup> He took it, scarcely knowing what he did.

"So we're going to have it out, right here and now," laughed the Other Man, looking him<sup>6860</sup> straight in the eyes.

"Yes," said the Vandalia Miler. His mouth was all cotton, so it came in a quick sort of whisper. "Yes," he<sup>6875</sup> repeated.

"I hope," began the Other Man, and then he paused and grinned a little and blushed. "It's been quite a while—I hope—" All<sup>6900</sup> at

once someone cried—"Now, ready!" The crowd that had apparently been pushing and shoving aimlessly about the judges' stand closed into a compact mass<sup>6925</sup> and out came a yell—one of those old-fashioned, wild-Indian, give-'em-the-axe, and all that sort of thing yells, with Sugar<sup>6960</sup> River at the end. "Sugar River—Sugar River—Sugar River!" three times, like that. It was like marching into the middle of an Irish picnic<sup>6975</sup> with a brass band playing "Boyne Water." A hoot and a howl came back from all along the track, and the crowd—all Vandalia, it<sup>6990</sup> seemed—began to stampede in toward the judges' stand. The Vandalia Miler grabbed a couple of handfuls of long grass from the turf at the<sup>6995</sup> side of the track and wadded them up in his hands for "corks." His face wasn't as pale now, and a new look jumped into<sup>6960</sup> his eyes. He turned to the Other Man, yelling above the uproar of the crowd:

"You want to look out for him: He's a ringer,<sup>6975</sup> and he's running for Sugar River!" And in the thick of the noise and the pushing and the dust, the starter swung his hat downward<sup>6990</sup> and with the single cry of "Go!" sent the three runners away.

The Other Man cut across from the outside like a flash and took<sup>6925</sup> the pole. The Vandalia Miler closed in behind, tight on his heels, eyes hooked to his back, just below the shoulders. The tow-headed man<sup>6960</sup> trailed the two, big-boned and heavy, but striding long and strong as a horse. Into the crowd they went—a sort of curving chute,<sup>6975</sup> walled in by faces and clothes smelling of popcorn and dust, and a baking sun beating down from overhead—like three machines, stride and stride<sup>6990</sup> alike, the Other Man leading the way like a race-horse, strong and confident, as if he were only playing with the game. Out into<sup>6925</sup> the open and the cooler air of the back-stretch they swung, past the red thrashers and pigpens, round the lower turn, and

toward<sup>655</sup> the judges' stand again. They were going like a three-horse tandem, the Vandalia Miler so close up that the dirt from the Other Man's<sup>675</sup> spikes splashed his shins. He could see indistinctly the crowd still jostling and shouting under the wire, see the lobster-red face and white mustache<sup>660</sup> of old Skerritt, the starter, leaning out on the rail of the judges' stand toward them and bellowing through his hands something about beating out<sup>685</sup> Sugar River. He felt the mass open up and close in after them, the suffocating walled-in chute growing hotter and heavier, the pull of<sup>635</sup> the second quarter beginning to drag hard on his legs and wind, and at the time he saw plainly that the Other Man was, if<sup>675</sup> anything, increasing the pace—pushing ahead like a doped race-horse, at a half-mile gait, forgetting that there was anybody behind him. The pace<sup>660</sup> held—acrewed up tight—stride and stride alike, round the upper turn and into the open again. Out of the corner of his eye he<sup>645</sup> saw a big mullin leaf—one of his old mile-stones—slip past their feet, the beginning of the third quarter. But the shade of<sup>645</sup> a let-down in the pace which he expected there and which prepares for the last quarter never came. As they struck the cooler air<sup>645</sup>—it was like getting out of a cornfield into the road—the noise about the judges' stand—Sugar River and Vandalia all mixed together—came<sup>660</sup> reaching across the field bigger than ever, and every time it puffed out louder the other Man's back jumped ahead a bit. The Vandalia Miler<sup>685</sup> stuck close—not pressing, not letting himself lose an inch. He was holding every ounce of steam, running every stride with his head. Round the<sup>655</sup> lower turn they pounded, every dozen strides or so letting slip another link, and then, just as they were rounding into the straight-away there suddenly<sup>675</sup> puffed from the judges' stand a great roar of "Sugar River!" At the same instant he heard a hoarse breath just behind

his neck,<sup>660</sup> an arm bumped his elbow, and the tow-headed man pushed by on the outside and went up after the leader. The crowd down the<sup>665</sup> track was going wild. Old Skerritt was banging the engine-bell for the last lap like a fireman going to a fire. The Vandalia Miler<sup>685</sup> didn't shift his eyes a hair's breadth from the Other Man's back. He was surprised at himself to see how cool he was; how he<sup>675</sup> was calculating whether the Other Man was tireless or had merely lost his head, whether the Sugar River man could make good with his bluff<sup>670</sup> or whether, as they neared the crowd, he was just playing to the gallery. In the next two-twenty he would know. There was more<sup>675</sup> than a quarter yet to go, and he tried to feel it all as a unit and know just how much he had left. Past<sup>670</sup> the stand and into the crowd again—the Sugar River man's chin slewed round a bit. He was lifting into the sprint! And a quarter<sup>675</sup> yet to go! He saw the Other Man's back jump forward as he met the challenge, saw them fighting, shoulder to shoulder, knew the moment<sup>680</sup> had come, that here and now the race was to be lost or won, and he squeezed his corks, shut his eyes, and bore on<sup>685</sup> hard. For a dozen strides he fought, like a man under water trying to get to the surface, when, suddenly, from the edge of the<sup>685</sup> track ahead came a quick, triumphant cheer. He opened his eyes. The Sugar River man was ahead! He had squeezed past and was on the<sup>675</sup> pole, drawing away from the Other Man. (6882)

(To be continued next month)

### Six Rules for Success

By Charles M. Schwab

"Boys, you can have a good time in life or you can have a success in life, but you cannot have both. And let me<sup>25</sup> tell you right now that never before in history has there been such an opportunity for the successful man as there is to-day.



"The thing<sup>50</sup> you want to do is to make up your minds what you are going to drive for and to let nothing stand in the way<sup>70</sup> of its ultimate accomplishment. I am going to try to give what seem to me to be the fundamental requirements for a successful life:

"First,<sup>100</sup> unimpeachable integrity. This is the very foundation. With this as a starting point, the rest will be relatively easy.

"Second, loyalty. As a rule I<sup>130</sup> find that the university men are loyal. Be loyal to the people with whom you are associated. Give credit always where credit is due, and<sup>160</sup> remember always that it will attract credit to you to give credit to someone else. Make your employer believe that you are with him always,<sup>170</sup> that you are proud to be with his department, in his company.

"Third, a liberal education in the finer things of life, of art, of<sup>200</sup> literature, will contribute toward a success in life. Man needs imagination, and these are the sources for it.

"Fourth, make friends. Enemies don't pay. You<sup>230</sup> will be surprised at the pleasantness that will surround you when you have made friends instead of enemies. Whatever your misfortunes in life, boys, just<sup>250</sup> laugh.

"Fifth, concentrate. Learn to concentrate and think upon the problem in your mind until you have reached a conclusion. Don't be afraid of mistakes.<sup>270</sup> Don't blame a man if he makes them, but it is the fool that makes the same one twice.

"Sixth, go at your work. Don't<sup>300</sup> hesitate to change from distasteful work, but don't change because difficulties come up or troubles arise. Give the best that is in you. Let nothing<sup>320</sup> stand in the way of your going on."

Mr. Schwab expounded the economic conception upon which his great establishments are founded. "All young men," he<sup>350</sup> said, "when they are starting life have to work for a salary, but the sooner they can

get away from it the better for all<sup>370</sup> concerned.

"A good workman is entitled to more pay than a poor one, and wherever possible my men are paid for the work they do<sup>400</sup> and proportionate to it. This is opposed to union principles, I know, but it is the proper economic basis and the theory on which all<sup>420</sup> my establishments are run." (429) — *From an address to students of Princeton University.*

## Supplementary Lesson Drills

### LESSON I

Needy, regatta, medley, gilt, raid, trammel, wrecked, mealy, dell, kidney, canary, regain, darken, tattletale, grain, clam, dagger, calla. (18)

He would not eat the clam cake. Will Ella take the calla lily in the rig? I will get the milk at the dairy. The<sup>20</sup> needy lady would not take the cradle. The tricky lad would not trim the elm tree. (41)

### LESSON II

Bead, aflame, bracket, barren, bailee, clamp, gill, flannel, film, gaged, gravel, panic, shrieked, vigil, wrench, vapor, chamois, brig, Geneva, caper. (20)

He gave me the hatchet for Mr. Perry. Philip will trim the hedge after the game. Please give her the plaid cape. She came from<sup>20</sup> the bridge after dark. I shall give him a check for the berry crate. (39)

### LESSON III

Colic, fob, gloat, fought, grown, locket, model, Ovid, Oliver, plateau, volt, flock, dock, gorge, fallow, hod, troche, trapdoor. (18)

I bought our coal from the mill company beyond the dock. John will haul all of it alone. The rope will break from the heavy<sup>20</sup> load. Obey the law. Mr. Paul will give a talk after the show. Don broke the lock. (42)

### LESSON IV

Balloon, bullet, chuck, cookie, dull,

equator, gulp, hushed, knuckle, null, lug, midway, plucky, ruffle, putty, troop (troupe), Welsh, yaw, cooper, uneven. (20)

Do you hear the troupe? He took the book from the cook. Will your work take you away from home? Where were you when he<sup>25</sup> won the game? Your letter will not reach him before noon. Do not shoot the pet quail on the lawn. (45)

### Lesson XIII

#### WORDS

Allspice, commend, impale, inane, expenditure, furlough, ulcerated, canteen, impart, incorrect, suburban, oxidation, furnishings, competence, candied, immoral, unattempted, confederate, countenance, encounter, foreign, subacrid, cognizance, embezzle, endeavor,<sup>25</sup> forever, unfounded. (27)

#### SENTENCES

Congress had already completed the necessary changes for the government of all commercial organizations. The independence of our country was subjected to much unforeseen criticism.<sup>25</sup> The inventor commanded the unfortunate engineer to complete all arrangements for connecting the express cars. Conroy compelled the unconscious ensign to don the ulster. Although<sup>40</sup> the consul was able to appreciate the more common words of the savage emperor, he was convinced of the need of an interpreter. (73)

### Lesson XIV

#### WORDS

Contrive, entrance, instructively, electrolier, literally, petrifactive, counter-march, entertainer, retrogression, alternate, matron, metrical, ostracized, extraction, externally, constriction (construction), interchange, ultramundane, nitroglycerine, abstracted, redistricted, intrigue, detraction, nutritious, centerpiece,<sup>35</sup> patriotisms, obstructive, extremist. (28)

#### SENTENCES

Our intricate plan to construct a station at a neutral point is sure to distract his attention. The electric car may be used in distributing<sup>35</sup> farm products throughout Australia. He instructed me in the use of the new instrument. This contract is most extraordinary in that it compels the electrician<sup>40</sup> to install alternating current throughout the district. The styles this year, in contrast with last, are extremely extravagant. (68)

### Lesson XV

#### WORDS

Agrarian, hydroplane, overpower, circulate, shipbuilder, antipodes, reclamation, underhand, circumfuse, transformer, inclining, magnetic, paraphernalia, superannuate, suspicious, included, magnitude, postpaid, suppression, intransitive, multigraph, self-government, shortlived, disinclined,<sup>25</sup> declarative, self-supported, it is understood, McPherson. (32)

#### SENTENCES

He could not understand why our transport service should be superior to that of all other nations. Our superintendent declares it is self-evident that<sup>25</sup> the third paragraph of the contract is superfluous and that he is inclined to believe that the directors will postpone their meeting indefinitely. The unselfish<sup>40</sup> superintendent overlooked the undue advantages taken of him and was disinclined to enter a counter claim. Notwithstanding his shortcomings, I still suspect that Mr. McLaughlin<sup>75</sup> will be appointed to the Bureau of Agriculture as we anticipated. (86)

### Lesson XVI

#### WORDS

Adaptable, assortment, pleasurable, requested, inefficiency, requiring, ascribe, awful, superimpose, herself, transcript, exquisitely, decomposition, proscription, boldness, interposition,

assuming, umpire (empire), resultant, circumflect, caption, ceaselessly, assumption, perspire, Farnsworth,<sup>28</sup> presuppose, deflection, brochure, transient, inquired. (30)

## SENTENCES

The description of Dr. Harmsworth, who had prescribed the medicine for the missionary, was very helpful to the detectives. Ellsworth was held blameworthy by his<sup>28</sup> superiors because of his lack of proficiency and general trustworthiness. The women of leisure in a moment of thoughtlessness caused the simple woman much trouble.<sup>60</sup> The supposition that the homeless boy had conspired with men of questionable reputation against the home was found to be false. (71)

*An Office*

By Douglas Malloch

An office is a funny thing: Each morning certain men,  
And certain girls and certain boys  
come into it again  
And hang their coats on<sup>28</sup> certain pegs,  
their hats on certain hooks,  
And sit them down at certain desks in  
front of certain books.  
They all have certain work to<sup>60</sup> do in  
just a certain time,  
Concerning certain dollars for a certain  
fixed per diem;  
And then at just a certain hour, in  
sunshine or<sup>78</sup> in rain,  
They close their desks and hurry out  
to catch a certain train.

An office is a tragic thing when that is  
all there<sup>100</sup> is—  
When each one has his certain work  
and certain way of his  
And wallows in a certain rut and never  
seems to see  
That<sup>128</sup> there are certain other ones in  
life as well as he.  
For we would find a certain fun in  
certain other ways  
If we would<sup>180</sup> give a word of cheer on  
certain busy days—

When problems vex, when certain  
things require a helping hand,  
Would give a certain sympathy that<sup>178</sup>  
mortals understand.

An office is a pleasant place—at least,  
a certain kind  
That has a certain brotherhood where  
day by day you find  
Some<sup>200</sup> neighbor with a new idea he's  
glad to pass along,  
A certain sort of friendliness, a certain  
sort of song.  
There is a certain duty<sup>228</sup> that we owe  
to other men  
To help them when they need a lift to  
steady them again.  
An office can become in time, to<sup>280</sup>  
man and girl and boy,  
A certain kind of fellowship, and work  
a certain joy. (265)

*Technical Terms—III*

## RAILROADS

A. Adze, air-brake, air compressor,  
air line, appurtenance, armrest, assistant  
freight agent.  
B. Baggage, baggagemaster,  
billed in error, bill-of-lading, bills  
collectible, box car, brakeman,<sup>28</sup> brake  
rod, brake shoe, buffet car, bumper.  
C. Caboose, caisson, car load, car  
lot, cattle pen, chief dispatcher, chief  
engineer, clinker, commutation, com-  
partment, competing line, conduc-  
tor,<sup>80</sup> connecting line, coupling, cul-  
vert, cylinder.  
D. Day report, deadhead, deflecting  
rod, derail, derailment, destination,  
differential fares, dining car, dispatch,  
dispatcher, diverging line, draftsman,  
drawbridge, drawbar, drawhead.<sup>78</sup>  
E. Eastbound, engineman, excess  
baggage, express agent, express train.  
F. Fast freight, ferry boat, fireman,  
fishplate, flag station, flat car, free  
haul, free reclining chair car, freight  
car,<sup>100</sup> freight house, freight train.  
G. Gang plank, general manager,  
general superintendent, go-ahead sig-  
nal, grade crossing, grate-shaker,  
guard rail.

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H. Hand brake, hand car, hand spike, headlight,<sup>126</sup> hoisting engine.

I. I-beam, immigration bureau, insulator, Interstate Commerce Commission, intrastate traffic.

L. Landslide, lantern, library car, lighterage, lightning arrester, limit, limitation, lineman, lining bar, linoleum,<sup>160</sup> local freight, local train, locomotive, logging car, lower birth.

M. Machine shop, master mechanic, mechanical department, mile post.

N. Narrow gauge.

O. Observation car, overhead crossing.

P. Passenger, passenger<sup>176</sup> train, paymaster, perishable, policeman, porter, pullman, pullman car, purchasing agent's order, push car.

R. Railroad commission, rear end, rebate, rebill, redeemable, refrigerator car, rheostat, right-of<sup>200</sup>-way, round-trip.

S. Section bar, section boss, semaphore, sidetrack, signal, signalman, signature, single track, smoking car, split-switch, standard time, staybolt, storehouse, superintendent of motive<sup>226</sup> power, switchlight, switchman.

T. Tallyman, time-table, trackman, trainmaster, train order, turn-table.

U. Upper birth.

V. Ventilator, vestibule, viaduct, vice-president.

W. Waybill, westbound, work train.

Y. Yardmaster. (248)

### Direct Sales Letters

[From *Constructive Dictation*, by Edward Hall Gardner, Page 166, Letter 2]

Mr. Oscar Gronner,  
200 Maryland Avenue,  
Newark, New Jersey.

Dear Mr. Gronner:

We have your inquiry of September 30, and take pleasure in furnishing<sup>25</sup> you with information concerning our "Desk with Brains" line.

As we have furnished quite a number of our sectional desks through our Newark representatives for<sup>60</sup> use in the Academy, you have in all probability noticed some of these desks in certain of the departments.

If so, you know just about<sup>75</sup> what "The Desk with Brains" will accomplish.

Under separate cover we are mailing you a copy of our miniature catalog, together with a chart. All<sup>100</sup> sectional filing equipment that can be embodied in "The Desk with Brains" is illustrated on the chart.

You will notice that this filing equipment comprises<sup>25</sup> various sizes and combinations. Among this selection you will find filing equipment that is admirably suited to care for the particular class of records that<sup>160</sup> you are using.

Now to build up a combination of "The Desk with Brains" to meet your individual requirements, you have but to select the<sup>75</sup> parts, or rather the filing equipment that best answers your needs.

By combining this with a top and suitable bases you will have a complete<sup>200</sup> outfit, offering all the desirable features of the ordinary style of desk—an outfit offering a definite place for all of the records in which<sup>226</sup> you are interested, and with which you are anxious to keep in touch.

Owing to the convenient position of your filing equipment in the pedestals<sup>280</sup> of your desk, every one of your records will be within easy reach where you can consult them freely without being obliged to get up<sup>276</sup> from your desk. We shall be pleased to assist you in any way you suggest.

Yours very truly, (293)

### A Mining Case—III

A W. S. Pate and myself.

Q You may state the date of that contract, if you know.

A It was dated February<sup>225</sup> 5, the same date as the other papers.

Q And who were the parties to it?

A The parties were Brady Lead Company—

MR. CURREY:<sup>760</sup> Wait a minute! I object to this leading to prove the contents of a written instrument. It

is not the proper way to prove the<sup>776</sup> contents of a lost written instrument, to ask anything more of the witness than to state his remembrance of its recitals.

THE COURT: Let him<sup>800</sup> state what it contained, the substance of it so far as he can remember it.

MR. CURREY: I object to the questions of both the<sup>825</sup> Court and counsel, limiting the witness to giving the substance of an instrument, because it directs the mind of the witness simply to giving his<sup>880</sup> conclusions of the resultant consequences of the contract.

Q You may state the contents of the contract, Mr. Brady.

A The Brady Lead Company in<sup>876</sup> consideration of this quit-claim deed Mrs. Pate and the Old Times Company gave, agreed to pay—

Q What about the lease—

MR. CURREY: I<sup>900</sup> object to Mr. Mills, in the midst of the recital, calling attention to any part of it or the omission of any part of it.<sup>926</sup>

MR. MILLS: I withdraw my question.

MR. CURREY: I would like to have the Court rule whether that is proper.

THE COURT: He has withdrawn<sup>950</sup> the question. It is hardly proper. I will sustain the objection.

Q Go ahead.

A The Brady Lead Company in consideration of securing this lease<sup>976</sup> from the Higgins Land Company agreed to assume this three per cent royalty to be paid to Mrs. Pate and Mrs. Herman and Mrs. Elliott.<sup>1000</sup>

Q Go ahead, Mr. Brady, if there is anything else you remember.

MR. CURREY: I object to the prompting of the witness.

THE COURT: Overruled.<sup>1025</sup>

MR. CURREY: Except.

A The royalty was, I believe, for a term of about two years and the Brady Lead Company bound themselves and their<sup>1030</sup> successors and assigns to pay this royalty of three per cent. (1061)

## Short Stories in Shorthand

### FAMILY OPINION

"Two men got into a fight in front of the bank to-day," said a man at the family table, "and, I tell you, it looked<sup>25</sup> pretty bad for one of them. The bigger one seized a huge stick and brandished it. I felt that he was going to knock the<sup>40</sup> other fellow's brains out, and I jumped in between them."

The family had listened with rapt attention, and as he paused in his narrative the<sup>75</sup> young heir, whose respect for his father's bravery is immeasurable, proudly remarked: "He couldn't knock any brains out of you, could he, father?" (98)

### SIGNS OF EXPERIENCE

When a young man says "I'll take that matter up with the directors," he likely has been with the firm as long as a week. When<sup>25</sup> he says, "Now, my experience in cases of this kind has been, etc.," he has been there longer—maybe six months. But when he says,<sup>50</sup> "Why, I don't know, but I'll ask the Boss," he probably is an old-timer there, and the Boss thinks the world of him. (73)

### THE THOUGHTFUL WIFE

Jeremiah's wife had locked him out, though he had telephoned that he was coming home. He broke in the door, however, and, hot from his<sup>25</sup> exertions, found this note on the dining-room table:

"Dear Jerry: I decided to go out just the same. As this is Jane's day off,<sup>50</sup> I took care to put the key under the mat for you." (62)

### SEEING'S BELIEVING!

The absent-minded professor surveyed himself in the hairbrush instead of the mirror.

"Gracious, I need a shave!" he mused. (20)